



Dual Enrollment Recommendations

**An Examination of Recommendations on
Dual Enrollment from National Commissions,
Think Tanks, State Organizations and National Experts**

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National Commission on the High School Senior Year

- We believe that middle college and dual enrollment options with local colleges and technical institutes should be encouraged.
- Greatly expand the opportunity for high school students to experience the challenges of college-level work and increase the number of “middle college” options for older students in the last two years of high school. Increasing opportunities for dual enrollment (and early high school exit for college enrollment) will permit students to meet admission requirements in the junior or the senior year.

Raising Our Sights: No High School Senior Left Behind. Final Report National Commission on the High School Senior Year. October 2001

National Governors Association

- [Promote] dual-enrollment programs that enable high school students to take college courses for credit.

READY FOR TOMORROW: A Guide for Governors. The National Governors Association. 2003.

The Toolbox Revisited

- It is all the more reason to begin the transition process in high school with expanded dual enrollment programs offering true postsecondary course work so that students enter higher education with a *minimum* of 6 additive credits to help them cross that 20-credit line. Six is good, 9 is better, and 12 is a guarantee of momentum.

THE TOOLBOX REVISITED Paths to Degree Completion from High School through College. U.S. Department of Education. Clifford Adelman, Senior Research Analyst. Policy, Research, and Evaluation Staff Office of Vocational and Adult Education. U.S. Department of Education. February 2006.

The National Center for Public Policy and Higher Education

- *Improve College Access.* Create college tuition policies based on median income and support need-based financial aid; build high-capacity, open-entry, two-year college systems that encourage transfer; encourage dual enrollment and advanced placement policies that speed the transition from high school to college.

The National Center for Public Policy and Higher Education Policy Alert. April 2004.

Reinventing the American High School for the 21st Century

- A renewed focus also must be placed on the transition of students from high school into further educational and career opportunities. Students should be given the opportunity while in high school to take postsecondary entrance and skill certification exams, and school districts and states should work to provide dual enrollment opportunities such as the Tech Prep program.
- Require or strongly encourage all students to enroll in career and college readiness courses, including dual enrollment and Tech Prep programs.
- Design the master schedule in a way that students can take advanced academic and CTE courses, including through dual enrollment and Tech Prep options.
- Create model hybrid academic/CTE courses that allow students to fulfill graduation requirements in core academic skills such as English/language arts, mathematics and science; and ensure that the state's higher education system will accept these courses as meeting admission requirements, and for credit when they are offered as dual enrollment courses.

Reinventing the American High School for the 21st Century. ACTE. 2006.

A National Task Force on Public Education - A Joint Initiative of the Center for American Progress and the Institute for America's Future

- In many ways, the blurring of the boundary between high school and college is an emerging sign of what a 21st century education system should look like. The challenge is to build on promising trends to create the education system of the future, one in which

most students graduate from high school ready for college and go on to earn a postsecondary credential, while attainment gaps by race and income are eliminated. The scope of the challenge is daunting: the United States must increase the number of its college graduates more rapidly than at any time in the past 50 years, and in ways that make college success likely for a rapidly changing population. It must achieve this transformation at a time of record federal deficits and ongoing structural deficits in many states.

- We cannot achieve the quantum leap in educational attainment that the nation needs without reconfiguring the use of time and money across the K-16 system. The relationship between secondary and postsecondary education in America again needs breakthrough thinking.

Hilary Pennington. *Fast Track to College: Increasing Postsecondary Success for All Students*. Jobs for the Future Report. Prepared for: *Renewing Our Schools, Securing Our Future A National Task Force on Public Education*. A joint initiative of the Center for American Progress and the Institute for America's Future. December 2004.

A Report to Office of Vocational and Adult Education, U.S. Department of Education and National Commission on the High School Senior Year

- Traditionally, dual enrollment has been targeted at academically advanced students. However, policymakers and educators now believe that dual enrollment is not only for high-achieving students. Instead, they argue that dual enrollment programs may meet the needs of a range of young people, technical students included.

Thomas Bailey and Melinda Mechur Karp, *Promoting College Access and Success: A Review of Dual Credit and Other High School/College Transition Programs*. Report prepared for the Office of Vocational and Adult Education, U.S. Department of Education (New York: Community College Research Center, Teachers College, Columbia University, 2003); National Commission on the High School Senior Year, *Raising Our Sights: No High School Senior Left Behind* (Princeton, N.J.: The Woodrow Wilson National Fellowship Foundation, 2001); Katherine L. Hughes, Melinda Mechur Karp, Baranda J. Fermin, and Thomas R. Bailey, *Pathways to College Access and Success* (Washington, D.C.: U.S. Department of Education, Office of Vocational and Adult Education. 2005).

U.S. Department of Education, Office of Vocational and Adult Education

- The federal government has called for the expansion of dual enrollment to new student populations on a number of occasions.

U.S. Department of Education, Office of Vocational and Adult Education, *The Secondary and Technical Education Excellence Act of 2003: Summary of Major Provisions* (Washington, D.C.: Author, 2003); U.S. Department of Education, Office of Vocational and Adult Education. *OVAE Review*, April 2005.

Dominic J. Brewer and Stefanie Stern Center on Educational Governance

- One new approach to high school redesign, “early college”, offers promise towards a rigorous academic course of study that engages students in college level work in grades nine through 14.

The Promise of “Early College” as a High School Redesign Model. Working Paper. Dominic J. Brewer and Stefanie Stern Center on Educational Governance. Rossier School of Education University of Southern California. November 2005.

Crisis at the Core: Preparing All Students for College and Work

- Ensure that every student has the opportunity to learn these college readiness skills and that the *Courses for Success* (Biology, Chemistry, Physics, and advanced mathematics courses beyond Algebra II) are offered at every high school, through increased course offerings in high schools, dual enrollment opportunities, summer bridge programs, distance learning, or other enrichment offerings.

Crisis at the Core: Preparing All Students for College and Work. ACT. 2004

High Schools in the Knowledge Economy

- Strategies for Improving Postsecondary Success:
 1. Pursue dual enrollment or co-enrollment.
 2. Encourage partnerships between high schools and postsecondary institutions.
 3. Create middle colleges and early college high schools

Bridge to Postsecondary Success: High Schools in the Knowledge Economy. Prepared for The Ohio State Board of Education Task Force on Quality High Schools for a Lifetime of Opportunities. By Hilary Pennington and Joel Vargas. March 2004.

Education and Skills for the 21st Century: An Agenda for Action. Jobs for the Future.

- Through dual enrollment and early college high school programs, they can take college-level courses in some subjects while completing high school graduation requirements in others. Ultimately, these programs can decrease the time it takes to earn a postsecondary credential, keep students engaged in learning, and reduce the financial burden of a college education—at the same time helping move highly educated young people into the workforce more quickly.

Education and Skills for the 21st Century: An Agenda for Action. Jobs for the Future.

The Education Resources Institute

- *Actions for College and University Presidents, Vice-Presidents, and Deans:*
 - Offer dual enrollment and other bridge programs to help underserved students make successful transitions to college.

A SHARED AGENDA: A Leadership Challenge to Improve College Access and Success. Pathways to College Network. The Education Resources Institute (TERI). 31 St. James Avenue. Boston, MA.

Center for Occupational Research

Dual enrollment provides several incentives for Career Pathway students to do well in high school and transition to college after high school graduation:

- 1. By enrolling in college courses while still in high school, students who have already completed their graduation requirements do not waste time in their senior year.*
- 2. High school juniors and seniors have an opportunity to “experience college.” They experience a different environment in which they are treated more as adults. And they discover that they can compete at the college level.*
- 3. They discover early whether they have deficiencies that might prevent college entrance, and have an opportunity to correct those deficiencies so that they will not be required to take developmental (remedial) courses in college.*
- 4. They have an opportunity to earn up to one year of college credits by the time they graduate from high school. This*

“jump start” is not just a morale booster; it can result in significant savings in college expenses.

Dual Enrollment/Dual Credit: Its Role In Career Pathways. Katherine L. Hughes, Melinda Mechur Karp, David Bunting, and Janice Friedel. In *Career Pathways: Education with a Purpose.* Compiled and Coauthored by Dan M. Hull. CORD. 2005.

A National Task Force on Public Education

Benefits to Fast Track to College:

- Fast Track to College partnerships will help alleviate shortages of qualified teachers at the secondary level.
- Fast Track to College options will increase the rigor of the high-school curriculum.
- Fast Track to College Options will increase students' motivation to do well.
- Stronger connections between high school and postsecondary education will create a clearer signal about the standard of performance required for success at the postsecondary level.
- Fewer transitions and greater supports during transitions would reduce the numbers of students who fall out of the pipeline.
- Getting a head start on college will increase the affordability and availability of college.
- Ensuring that each Fast Track to College option gives students a head start on college will reduce the danger of tracking.
- It will be possible to overcome resistance to Fast Track to College options by providing appropriate incentives to institutions and individuals.

Hilary Pennington. *Fast Track to College: Increasing Postsecondary Success for All Students.* Jobs for the Future Report Prepared for: *Renewing Our Schools, Securing Our Future.* A National Task Force on Public Education. A Joint Initiative of the Center for American Progress and the Institute for America's Future. December 2004.